

# THE CZECH NATIONAL REPORT ON CURRICULUM INNOVATION

Version 14/12/01

## *1. Introduction*

The basis for this report are the official websites of the Czech universities, Ministry of Education of the Czech Republic, and information from the Eurydice-Programme, etc. Further suggestions are welcome (contact [jana.korcakova@uhk.cz](mailto:jana.korcakova@uhk.cz)).

### **1.1. The system of higher education**

Higher education includes universities and non-university institutions. There are twenty-three public universities in the Czech Republic, three state military academies, one state police academy, and twelve private institutions of higher education (non-university institutions). The central public service body is the Ministry of Education, Youth and Physical Education. Higher education is financed directly by the State. Formula-based financing was also introduced in this sector (specific amount of finance per student according to the field of study). According to special rules, institutions of higher education are also given funds for research, catering and accommodation of students and for capital expenditure. Private institutions of higher education can fix their own fees. It is taken for granted that students will provide financial reimbursement for study in higher education (including public universities) in the future.

In the past, the structure of higher education was based on the Higher Education Act of 1990. The Higher Education Act which was approved in 1998 and came into effect on 1 July 1998 (although most of its provisions were applicable from 1 January 1999) brought some changes:

- \* Institutions of higher education can be state (state-funded), public (state-subsidised) or private. The military and police academies are state institutions of higher education, the other institutions are public.
- \* The previous institutions of higher education are legal entities but the position of faculties has changed and they can no longer be autonomous legal entities, but are now part of a university.
- \* The public institutions of higher education own the property necessary for their activities.
- \* Bachelors degree studies can be organised either at universities or at non-university institutions of higher education, Masters and doctoral studies only at universities. All Czech institutions of higher education have been of university nature so far.

Higher education institutions themselves decide on the number of students to be admitted. Each institution defines its own admission criteria and determines the content of the entrance examination. Students who have completed their secondary studies at grammar school or other secondary schools and have passed a secondary school-leaving examination (certificate) at level A are eligible to apply for studies at university. The institutions decide independently whether or not they will hold entrance examinations. They determine the format, methods and subjects of the examinations, which are usually written as well as oral. Students may apply for one or more faculties. The applicants sit the prescribed entry examination determined by the dean of the relevant faculty in the institution. It is possible to study as a full-time student or as a distance and combined study student.

The academic year lasts 12 months and the start is fixed by the vice-chancellor of the university. Study courses are divided into semesters, years or blocks, which are composed of the period of teaching, an examination period and vacation.

The academic year is organised under the authority of the higher education institutions. It usually begins on 1 September and is divided into two semesters: winter and summer, with a five-week examination period after each semester. The summer vacation is in July and August.

Teaching is based on two main methods - lectures and seminars. Attendance at lectures is not compulsory, but attendance at seminars usually is. The format of the students' work reflects the subject and the orientation of study. There may be, for example, seminars, laboratory work, field observation, work in clinics for students of medicine, observations in schools for future teachers, videoconferences, instruction using information networks, etc. Individual work with students in tutorials or group consultations or in the form of assignments, work on seminars and annual project work is becoming increasingly important.

The main units of higher schools / universities are the faculties, departments, institutes and branches. Their service units are the sectors, clinics, libraries, laboratories, experimental stations, publishing complexes, production units, etc.

The head of the University is the Rector. Vice-Rectors are responsible for academic affairs, research and future development. The Rector's Council is a board set up to advise the Rector. Decisions concerning research and the awarding of the academic degrees of "docent" (senior lecturer) and "profesor" (professor) are made by the Academic Council. The Academic Senate of the University approves proposals concerning future development and academic and financial matters. It also selects a candidate for the post of Rector who is then appointed by the President of the Czech Republic. In the Senate are representatives of staff and students.

The faculties are managed by their deans. Each faculty also has its own Academic Council, Academic Senate and Dean's Council. The faculties are independent in academic affairs; they design and implement their own academic programmes.

Each faculty comprises several departments, institutes and branches. They are responsible for the delivery of courses and for research. They often not only provide courses for students enrolled at that particular faculty but often for students at other faculties as well. This close interfaculty cooperation makes it possible to fully exploit the intellectual potential of the academic staff and to give the students an opportunity to benefit from interdisciplinary programmes. The quality of the courses is continually monitored by the Faculty and University Accreditation Boards.

The teaching and learning process is based on educational documentation, which includes qualification characteristics of the academic degrees, the curricula of the degree programmes, the curricula of the disciplines and the timetables of classes for each academic year.

The system of higher education has three levels:

- a) The first level with a minimum period of study of 3 years; the graduates are awarded the educational and qualification degree of Bachelor.

The Bachelors' programmes were set in 1990, but they usually served as a first stage of university studies. Around one quarter of all applicants are enrolled in Bachelors degree

studies at universities or other institutions of higher education. The 1998 Higher Education Act stresses that a Bachelors degree is a self-contained and professional qualification and should be awarded primarily by the emerging non-university higher education institutions.

- b) The second level - Masters degree studies can last between 4 and 6 years, the typical duration being 5 years. In some fields, the duration of study is 6 years (medicine, veterinary medicine, architecture). If a student proceeds to a Masters degree course after obtaining a Bachelors degree, the typical duration of study is 2 to 3 years. The graduates are awarded the educational and qualification degree of Master. Masters degree studies finish with a state examination and the defence of a thesis (diploma dissertation). The academic title awarded is Magistr (Mgr.), Magistr of Fine Arts (MgA.), Engineer (Ing.), Engineer-Architekt (Ing.arch.). Students of medicine, veterinary medicine and hygiene are the exception. They finish their study with the rigorous state examination and they are awarded the title Doctor of Medicine (MUDr.) or Doctor of Veterinary Medicine (MVDr.). All titles are used in front of the person's name.

The Masters degree programme focuses more on theoretical knowledge, and it is assumed that the graduates will carry on with further, lifelong study and research (without following doctoral studies). The standard duration of such a study programme is generally five years. The study is properly concluded by a final state examination and the graduates are awarded the academic title of Engineer or a Masters. The Masters degree graduates can then undergo the rigorous examination and receive a title. Successful candidates are awarded the title of Doctor (the PhDr., or RNDr. - its abbreviation differs according to the field of study and is put in front of the person's name.)

- c) The third level - Masters degree studies can be followed by a doctoral study, until now called postgraduate, lasting three years and involving independent scientific work. Doctoral studies have developed considerably since 1994. Doctoral studies finish with a state doctoral examination and defence of a thesis. The title for all fields of study is Doktor (Ph.D.) with the exception of theology, where the title Doktor Teologie (Th.D.) is awarded. Both titles are used after the name.

#### 1.1.1. Recent changes in the system of higher education

The number of students of full-time study has doubled.

The number of programmes of study has grown up to 500 % .

New universities and faculties have been established in areas where they did not previously exist.

There are problems with a shortage of university teachers - specialists with inadequate fees who have left the educational system (brain drain). A lot of language teachers began to work in the private sector, banking, travel agencies, and teachers of Russian have left their jobs.

There is no special training for university teachers. University teachers are employed and appointed on the basis of a competition procedure. They have a time limited job in contrast to teachers in primary and secondary schools. The wage of university teachers is inferior to that of

teachers in primary and secondary schools. Professors make up less than 9 % and associate professors approximately 25 % of faculty staff.

The government founded the Accreditation Commission for the accreditation and evaluation of higher studies. The members of this Commission are outstanding professors and scientists. Since 1992, the Accreditation Commission has conducted a peer review and a comparative evaluation of faculties in related fields.

Students have to pay for their books.

### **1.1.2. The impact of the Bologna Declaration**

The academic community has begun considering the issues arising from the Bologna Declaration. Its recommendations were discussed at the Meeting of Rectors from Central Europe.

The 1998 Higher Education Act became the basis for the development of a non-university sector. Non-university institutions of higher education can be established, offering Bachelors degrees and related research, development and artistic activities. Non-university institutions cannot be divided into faculties. Bachelors studies last 3 to 4 years. Studies end with the defence of a thesis and the passing of state examinations. Graduates receive the title of Bachelor (Bc.), or in the field of art Bachelor of Art (BcA.).

## **1.2. Identification of relevant changes in the social, political, cultural, professional and economic environments**

The 1989 Velvet Revolution, ending Russian subjugation and communist rule, sought to restore democratic traditions and open the way "back to Europe". The Czech Republic was established when the former Czech and Slovak Federal Republic split into two States in January 1993. There were 2 official languages in Czechoslovakia: Czech and Slovak. Our children were educated bilingually – programmes on TV and Radio were in Czech and Slovak, and people were also able to read books in Czech and Slovak. Now, there is only one official language in the Czech Republic. The Czech Republic is still continuing the transformation from a socialist society with centralised administration and planned economy to one operating according to the principles of a market economy and political pluralism. Now the country has the status of a pre-accession EU state and has recently become a member of NATO. Its current government is social-democratic.

Higher education was given autonomy at all levels of university governance. It is exercised by an academic senate, vice-chancellor, academic (art) board and disciplinary board at the individual institutions and faculties. Faculties cannot have legal personalities. The Council of Higher Education Institutions is the representative body for the university system as a whole.

The Ministry of Education has the ability to register the internal regulations of institutions of higher education. They become valid only after the registration. The Ministry also evaluates long term objectives of institutions of higher education, allocates the financial resources from

the state budget, controls their use, and on the basis of the Accreditation Commission's opinion decides on the accreditation of study programmes in the institutions of higher education.

## **LANGUAGE DEGREE PROGRAMMES**

### ***2. Innovation in language degree programmes offered by universities***

#### **2.1. Traditional language programmes**

##### **2.1.1. Content, objectives, and structures of programmes**

The traditional language programmes – the Philology Studies - are realised in Faculties of Arts at the "old universities" in the cities of Prague, Brno and Olomouc. Some new Faculties of Art also offer Philology Studies. This is possibly due to the fact that the staff of these new faculties constitutes (or is supplemented by) many senior lecturers and professors of the "old universities". This is the best legal way for them to improve their financial situation. (Most of the university teachers have another job due to their lowly wage.)

The students of these universities study languages either non-teaching orientated (future translators, interpreters, linguists) or teaching orientated (future teachers in secondary schools or universities). But the ELT Methodology and Language Didactics are not sufficiently appreciated (meaning there is only a low appropriation of lessons there). The teaching orientated study is integrated with a teaching qualification (teacher training). The students take two major subjects at a time, and they can choose from the offer of the faculty (for example English study and Czech study).

The Magister degree program covers two parallel streams: linguistics and literary studies, together with systematic deepening of practical language skills and cultural knowledge of the language speaking countries. The study of language focuses on mastering contemporary language at the communicative level, and on acquiring a basic knowledge of general linguistics. In the area of literary studies, students cover the development of literature in the language speaking countries from its origins to the present, together with the development of literary theory and criticism. Optional courses constitute a substantial part of the study programme and aim to deepen students' knowledge in various fields. In addition, the writing of essays is of central importance. In them, students can best show the degree to which they have mastered the key skills fostered by a university education – the ability to think logically, the ability to argue persuasively, and the ability to express oneself clearly. For this reason, most courses include written work as the major element in evaluation.

Language departments offer most of their courses in the relevant languages. These courses include not only linguistic features of the language but also the history, literature and cultural background of the countries where the language is spoken. Many courses are given by native speakers.

Philology Studies programmes contain the following subjects:

- a) Linguistics: Introduction to Language, Phonetics and Phonology, Morphology, Lexicology, Syntax, History of Language, Practical Language Studies, Textlinguistics.

- b) Literature and Culture: Introduction to Literature, Literature of the relevant language speaking Countries (for example Literature of English speaking Countries).
- c) Practical Language Studies, Specific Aspects of the Cultures of the relevant language speaking Countries (for example British and American Studies), Introduction to Translation and Interpretation

Masters degree studies finish with a Final State Exam and the defence of a thesis (diploma dissertation).

#### 2.1.2. Career prospects for graduates

Many graduates go into teaching at secondary and post-secondary levels, and a large number become involved in some way with translating and interpreting. But in fact the skills they develop during their studies enable them to be successful in a wide range of other jobs, from management, diplomacy and advertising to journalism and the tourist industry, etc. Many graduates work in the private sector in companies, international foundations, research and development units, etc. The graduates find obtaining a job relatively easy and they are not generally unemployed.

#### 2.1.3. Recent changes in content, objectives, and/or structure of programmes

The traditional language programmes were renewed during the post-communist period. Many native speakers teach in universities in the Czech Republic. Many new learning books were written or imported in our country. Diverse forms of testing and assessment of academic achievement have been introduced, including alternative formats or authentic tests like portfolio assessment. Practical language teaching, studying and learning has been reformed on the basis of the principles of autonomy, authenticity and language awareness. Lectures and seminars are carried out in the relevant language. It is possible for our students to study abroad for some time in the relevant country. The final written work, which the students present and defend before admission to the Final State Exam, is also executed in the relevant foreign language. Also, the work of native speaking lecturers in our universities and the possibility to work with the Internet and IT are of great importance.

Starting in the 1999/2000 academic year all studies carried out in the Bachelor and Masters degree study programmes at most of the Universities have changed into a credit system of studies which fulfills all important ECTS (European Credit Transfer System) conditions.

The studies will no longer be organized according to year classes. Instead, the length of the study in a given programme is limited by a given, standard period of study published in the statute of the university. Should the student prolong the standard study period by more than one year, they will have to pay for further studies in a given programme. Also, the graduates in the Bachelor or Masters degree programmes wanting to study in a further study programme will have to pay for that study if it is neither a doctoral study nor a study which is a direct continuation of their previous studies.

This new legislation is substantially lenient to students applying for temporary interruption of their studies for reasons of enhancing their studies at a given research or educational institution within the Czech Republic as well as abroad. The period of such interruption is not included in

the given total allowable duration of the studies. Student mobility is significantly strengthened by programmes offered by the various domestic as well as foreign grant agencies.

#### 2.1.4. Examples of good practice

For institutional examples visit please the following web-sites:

<http://www.ff.cuni.cz> - Faculty of Arts at Charles University in Prague

<http://www.phil.muni.cz> - Faculty of Arts at Masaryk University in Brno

<http://www.upol.cz> - Faculty of Arts at Palacký University in Olomouc

All these universities are the oldest universities with lots of experience. There are Departments of English, German, Spanish, French etc.there.

#### 2.1.5. Reasons underlying these changes

The new socio-political and cultural environment has brought about the changes in higher education. Education has been democratised and equality of opportunity has been promoted. In the past the structure of higher education was based on the Higher Education Act of 1990. The Higher Education Act which was approved in 1998 and came into effect on 1 July 1998 (although most of its provisions were applicable from of 1 January 1999) brought some changes (see 1.1.)

#### 2.1.6. Identification of needs

##### 2.1.6.1. Seen in relation to the development of language studies

- to develop and establish a state final upper secondary examination (the level of students' knowledge in foreign languages is very different and this fact is important for the existence of entry examination)
- to establish material, technical and political conditions for mobility of students
- to establish dignified conditions for scientific and pedagogical work of the university teacher (to support the increased brain drain to the educational system), inclusive mobility and possibility to study and carry out research in institutions abroad (with relevant language for language teachers) with the aim of improving university teaching
- to improve equipment in learning rooms and teachers' workplace, to improve access to the Internet
- to improve equipment of university libraries
- to establish courses for the language teacher as part of life-long learning in addition to regular study programmes
- general progression of objectives on the different levels of the degree programme
- independent learning environment providing authentic language input
- international recognition of professional qualification or proficiency in languages

- 2.1.6.2. Seen in relation to non-academic requirements
- practical knowledge of languages
  - overall development of personality
  - development of stable economy and balanced economic growth
  - communication and co-operation between parties involved in language teaching

2.1.7. Measures to be taken at institutional, regional, national, and European level to meet the needs identified

The government has to understand that the future of the nation is in the culture and education of its members. It means it is necessary to create good conditions for the education of the young generation but also for life-long learning.

2.1.7.1. At first-degree level

2.1.7.2. At postgraduate level

See 2.1.6.1.

## **2.2. "Alternative" programmes (Applied Language Studies, Cultural Studies, etc.)**

2.2.1. Content, objectives, and structures of programmes

Alternative programmes are often offered by new universities and faculties. The old universities also offer some alternative programmes. They are mainly BA programmes (and non-teacher training).

Some examples:

- Russian and German for Business
- Applied Language Study (English, French, German, Spanish)
- Mathematics in English - *Students studying this subject are divided into groups of two or three. Each group works on its own project, which is about mathematics for the first grade of elementary school. At the end of the semester the work finishes with a presentation. The students work together on a Mathematical English-Czech dictionary.*
- Summer School Slavonic Studies (at the Faculty of Arts, Charles University in Prague)
- Refugee Law in Combination with Foreign Language - *This new obligatory optional discipline was prepared by the division of the Department of Foreign Languages at the Faculty of Law in collaboration with the Department of International and European Law and has been recommended and approved by the Board of Directors of the Jan Hus*

*Foundation. Guest university teachers from Holland and Belgium and professionals participated in the project.*

- Tourism and leisure management with one or two Foreign Languages
- Central European Studies Programme - *The main aim of the programme is to familiarize students with the history and current situation of Central European countries. It is designed to provide students with a deeper understanding of the history, political systems, economy, political philosophy, sociology and ethnic and minority politics in Central European countries. Special attention is given to the current transformation of political, economic and social life in all the Central European countries.*
- English for Applied Economics - *Bachelors programme of applied economics, management, marketing and political and cultural aspects of European integration. It includes language training focused on professional vocabulary, translating and interpreting, and English and American culture.*

Aside from the aforementioned programmes of study, the universities organize educational activities in the areas of life-long education, either in the form of the University for the Mature Adults or through courses focusing on job performance, requalification, or hobbies.

#### 2.2.2. Career prospects for graduates

Regarding career prospects, graduates of this type of study have wide possibilities to get jobs in the area of management, in public administration, firms, enterprises, travel agencies etc. Some graduates go on to teach.

#### 2.2.3. Recent changes in content, objectives, and/or structure of programmes

See 2.1.3

#### 2.2.4. Examples of good practice

- Mathematics in English - University of South Bohemia - Pedagogical Faculty, The Centre for New Technologies in Education
- Russian and German for Business – University of West Bohemia
- Summer School Slavonic Studies - Faculty of Arts Charles, University in Prague
- Department of Politology and European Studies in the Faculty of Arts, Olomouc
- Department of English and Americanistics in the Faculty of Arts, Olomouc

See also 2.2.1.

#### 2.2.5. Reasons underlying these changes

See 2.1.5.

#### 2.2.6. Identification of needs

2.2.6.1. Seen in relation to the development of language studies – see 2.1.6.1.

2.2.6.2. Seen in relation to non-academic requirements - see 2.1.6.2.

2.2.7. Measures to be taken at institutional, regional, national, and European level to meet the needs identified

See 2.1.7.

2.2.7.1. At first-degree level

2.2.7.2. At postgraduate level

See 2.1.7.1.

## **PROGRAMMES FOR LANGUAGE AND LANGUAGE RELATED PROFESSIONS**

### ***3. Innovations in the training of language teachers***

#### **3.1. Language teaching and learning in primary and secondary school education**

The school year begins on 1<sup>st</sup> September and ends on 30<sup>th</sup> June the following year. Forty-five minute lessons are spread over five days a week. Pupils are assessed by teachers on the basis of written work, oral work and homework, and classified on a scale of 5 (the best value is 1, the worst 5). The results of continuous assessment are summarized in a report at the end of each half-year. A verbal assessment can be used at the first stage of basic school.

School attendance is compulsory for nine years, usually from the ages of 6 to 15.

The basic school has two phases: primary (first stage, for pupils of 6-10 years of age) and lower secondary (second stage, pupils are 11-15 years of age).

Pupils can leave basic school at the end of the fifth year for the eight-year gymnasium (grammar school) or at the end of the seventh year for the six-year gymnasium after passing the entrance examination set by the school. It is also possible to learn at the four-year gymnasium after finishing basic school. It is necessary to pass the set entrance examination.

The pupils can generally choose from these upper secondary schools: gymnasium (12-18, 14-18, 15-19 years of age), technical secondary school (15-17, 15-18, 15-19 years of age), vocational secondary school (15-17, 15-18, 15-19 years of age), vocational secondary school for unsuccessful basic school leavers (15-17 years of age).

Students who have completed their secondary studies at grammar school or other secondary school and who have passed a secondary school-leaving examination (certificate) at level A are

eligible to apply for studies at university. They can also study at post-secondary technical schools – non-university higher education (19-21/22 years of age). (Passing entrance examinations – written and/or oral - is necessary and determined by the higher school).

It is possible to learn the following foreign languages in basic and secondary schools: English, German, French, Russian and Spanish. In primary schools pupils begin to learn their first foreign language in the 4<sup>th</sup> class. They can learn a second foreign language later (optional subject). In secondary schools students take lessons in the second foreign language along with the first foreign language.

In some experimental basic schools the pupils begin to learn their first foreign language in the 1<sup>st</sup> class.

Some basic and secondary schools are orientated towards teaching of foreign languages. Their pupils and students learn two or three foreign languages and they have lessons in natural science (for example mathematics, physics, chemistry), physical training, music and graphic education.

## **3.2. Initial training**

### 3.2.1. Institutions responsible for training

The Faculties of Education train the future teachers of Basic and Secondary schools. (The Faculties of Arts (Philosophical Fakulties) train the future teachers of Secondary schools only.)

The Faculties of Education offer a range of subjects in different types of teacher-training programmes (TT for Primary Schools/focus on teaching language, TT for lower Secondary Schools, some faculties also offer TT for Secondary Schools). The students usually take two major subjects at a time. While the main priority of the Faculties of Education is teacher training, they also offer some non-teacher training programmes as well as a variety of courses, including re-training and in-service courses, offered within a framework of further education.

### 3.2.2. Content, objectives, and structures of programmes

Study is integrated with a teaching qualification (teacher training) and contains the following subjects:

- a) Linguistics: Introduction to Language, Phonetics and Phonology, Morphology, Lexicology, Syntax, Practical Language Studies
- b) Literature and Culture: Introduction to Literature, Literature of the relevant countries (for example Literature of English speaking countries), Specific Aspects of the Cultures of the Country
- c) ELT Methodology: Language didactics, Teaching practice, Reflective seminar

### 3.2.3. Career prospects for graduates

Graduates can teach at primary, secondary and post-secondary levels. They can also be involved in translating and interpreting and be successful in a wide range of other jobs, from management, diplomacy and advertising to journalism and the tourist industry, etc. Many graduates work in the private sector in companies, international foundations, research and development units, etc. The wages in these institutions are comparably better than in schools and institutions of education.

### 3.2.4. Recent changes in content, objectives and/or structure of programmes

See 2.1.3.

### 3.2.5. Examples of good practice

For institutional examples please visit the following web-sites:

<http://www.uhk.cz/pdf/> - Faculty of Education at University of Hradec Kralové

<http://www.pf.jcu.cz> - Faculty of Education at University of South Bohemia.

There are Departments of English, German etc, there. Faculties of Education prepare language teachers for pupils aged from 6 to 15 years, and eventually to 19 years.

### 3.2.6. Reasons underlying these changes

See 2.1.5.

### 3.2.7. Identification of needs

#### 3.2.7.1. Seen in relation to the development of language studies

See 2.1.6.1.

#### 3.2.7.2. Seen in relation to non-academic requirements

See 2.1.6.2.

### 3.2.8. Measures to be taken at institutional, regional, national, and European level to meet the needs identified

#### 3.2.8.1. At first-degree level

### 3.2.8.2. At postgraduate level

See 2.1.7., 2.1.7.1., 2.1.7.2.

## **3.3. Continuing education**

The Ministry of Education, Youth and Physical Education is preparing the Career Development of Educational Staff project. This was presented for public discussion in December 1998. It is a part of a larger "Teacher" project involving teacher education and in-service training. The aim of the project is to encourage educational staff and create a base for further education. Implementation of the proposed procedures will have an impact on the salaries of teachers in relation to their qualifications.

### 3.3.1. Institution responsible for training

There is no consistency in continuing education for teachers. A number of diverse institutions (state or private) offer some courses for teachers. Every school director has a specific fund for his school. He can decide what purpose the sum will be used for, but it can be for objectives other than continuing education for teachers. The directors save this money and it can be hard for teachers to obtain.

Some activities are organized from Pedagogical Centres (in range of District Administrative Bodies and School Councils). Universities can also organize courses and re-training for teachers. They work together with foreign partner institutions (British Council, Goethe-Institut, Austrian Ministry for Education and Culture, etc.) focusing on the methodology of foreign languages, school management and the preparation of so called "moderators" responsible for the further education of teachers at regional level.

Some faculties organize Summer Schools of Slavonic Studies or Czech language for foreigners (for example, Czech universities teaching native speakers) .

### 3.3.2. Content, objectives, and structures of programmes

No consistent programmes have been developed. Each institution offers its own courses. Basic and secondary school teachers are interested in practical language skills courses, new German orthography courses, and above all, courses in special methodics (for example language plays). They are not interested in literature and theory and they want to work with native speakers. Courses provided by the diverse institutions are different and have different levels.

### 3.3.3. Recent changes in content, objectives, and/or structure of programmes

It is necessary to develop a programme for the continuing education of language teachers so that their education does not finish at the end of university study. Teachers have to teach for about 36 years (the retirement age in the Czech Republic is 60 now) and they need to supplement their knowledge.

See 3.3.2.

### 3.3.4. Example of good practice

The Education Centre in Slapanice - the Centre for the Further Education of Teachers, Masaryk University in Brno.

Faculties of Education – see 3.2.5.

### 3.3.5. Reasons underlying these changes

Unambiguous and clear directions from the Ministry of Education, Youth and Physical Education for the continuing education of teachers, charting the needs of teachers, involving teachers in continuing education in relation to their qualifications and salaries.

### 3.3.6. Identification of needs

There are many language teachers who do not have the necessary qualifications. After finishing university study, young people leave work in education and find jobs in other fields. Their salaries – as skilled foreign language speaking people – are comparably higher than in education. In education, people approaching retirement age often do not earn as much as the entry salary in a private firm.

Schools are often staffed by unskilled people and pensioners. This is cheaper for the school and the director. The staff earn less money and the remaining money can be given to things of "higher importance."

#### 3.3.6.1. Seen in relation to the development of language studies

See 3.3.3., 3.3.5.

#### 3.3.6.2. Seen in relation to non-academic requirements

See 3.3.3., 3. 3. 5.

#### 3.3.7. Measures to be taken at institutional, regional, national, and European level to meet the needs identified

See 3.3.5.

## ***4. Innovations in the training of translators and interpreters***

#### **4.1. Description and analysis of the current spectrum of professional activities**

The Czech language is not a world language. It is necessary to translate and interpret a lot of official and commercial documentation and actions in foreign languages. Every product bought in the Czech Republic must have its constitution and instructions in Czech. Every film on TV must be translated and recorded in Czech. Our republic needs a lot of good interpreters and translators.

#### **4.2. Institutions responsible for training**

Up to now, the preparation of qualified specialists who will be active professional conference interpreters and who will also have the necessary educational knowledge and experience to teach interpreting is successfully accomplished by the only university centre in the Czech Republic. This is the Institute of Translatology which is attached to the Faculty of Philosophy at the Charles University in Prague. The Institute provides a complete university masters study programme in teacher-interpreter specialisation.

#### **4.3. Content, objectives, and structures of programmes**

##### **4.3.1. At first-degree level**

The study lasts 5 years and has two parts:

- The first period – six semesters

Objectives: Philosophy

- Introduction in translatology
- Theory of translation and interpretation
- Czech language for translators and interpreters
- History and Culture
- Modern Literature
- Analysis of translation
- Contrastive linguistics
- Methodics of translation
- Methodics of interpretation
- Principles of special translation
- Terminology

This period finishes with an examination in the Theory of translation and interpretation, Contrastive Text analysis and confinement and its defence.

- The second period – four semesters

Specialization: translator

Objectives: Theory of translation

- History of translation
- Methods of experimental work
- International relationships
- Modern Literature

Special translation  
Non-literary translation and Edition  
Literary translation and Edition  
Special practice  
Optional objectives

Specialization: interpreter  
Objectives: Theory of interpretation  
History of interpretation  
Methods of experimental work  
International relationships  
Consecutive interpretation  
Simultaneous interpretation  
Special practice  
Optional objectives

#### **4.3.2. At postgraduate level**

It is also possible to study translation or interpretation at postgraduate level – in the form of postgraduate study (Masters degree) or in the form of diverse courses (Certificates).

#### **4.3.3. At the level of continuing education – see 4.3.2., 4.5.**

It is possible to pass an examination in translation or interpretation set by the Unit of Interpreters and Translators – the professional organization in the Czech Republic.

#### **4.4. Career prospects for graduates**

Many graduates are involved in some way with translating and interpreting, they are active professional conference interpreters and some of them can also teach interpreting. But they can be successful in a wide range of other jobs, from management, diplomacy and advertising to journalism and the tourist industry, etc. Many graduates work in the private sector in companies, international foundations, research and development units, etc. Graduates find jobs relatively easily and are not generally unemployed.

#### **4.5. Recent changes in content, objectives, and/or structure of programmes**

There are university courses for special translators and interpreters at some faculties – for example, special language courses for judicial translators and interpreters at the Faculty of Law at the Charles University in Prague. These courses began after 1990 and last for 2 semesters, or 1 academic year. Apart from the special language lessons there are also lessons of basic juristic knowledge and juristic documents.

At first-degree level  
At postgraduate level  
At the level of continuing education

#### **4.6.Examples of good practice**

The Institute of Translatology attached to the Faculty of Philosophy (Arts) at the Charles University in Prague - <http://www.ff.cuni.cz>. It is the only institution for this direction of studies.

#### **4.7. Reasons underlying these changes**

#### **4.8. Identification of needs**

It is very difficult to find teachers of translation or interpretation who are also good translators and interpreters. It is difficult to teach the theory and to master these disciplines. Translators and interpreters have very well paid jobs.

#### **4.9. Measures to be taken at institutional, regional, national, and European level to meet the needs identified**

See 4.8.

## **PROVISION FOR STUDENTS OF OTHER DISCIPLINES**

### ***5. Innovation in language provision for students of other disciplines***

#### **5.1. Language studies integrated into non-language programmes**

The Universities cultivate the foreign language skills of their students. There are independent departments to achieve these aims, commonly called the Department of Applied Languages, the Department of Foreign Languages or the Institute of Languages and Humanities. These departments provide language training (English, German, French, Russian) for non-specialist language students in all University faculties. Some Universities also hold Czech courses for foreign students.

The students must be able to communicate effectively in at least one of the main world languages in their field of expertise.

##### **5.1.1. Content, objectives, and structures of programmes**

There are many courses for students with diverse levels of foreign language knowledge. Students can study these courses, but they must pass an examination in the foreign language at the end of a defined semester (usually the sixth semester). Every University defines how many foreign languages the students have to learn. Foreign language lessons in higher education are usually professionally oriented to a given study focus.

##### **5.1.2. Recent changes in contents, objectives, and/or structure of programmes**

The most important change is the possibility to choose the foreign language studied. In the past every student had to learn Russian. Non-specialist language students learn a foreign language within the framework of the so-called "common basis" and the time spent on foreign languages is usually 2 lessons a week. Native speakers teach these courses too. The students also have the possibility to spend some study time abroad but many students are not able to study their subjects in a foreign language.

### 5.1.3. Examples of good practice

- <http://www.zcu.cz> - University of West Bohemia  
<http://www.uhk.cz> - University of Hradec Kralové – Faculty of Management and Information  
<http://www.upce.cz> - University of Pardubice  
<http://www.ujep.cz> - J. E. Purkyně University in Ústí n. Labem

### 5.1.4. Reasons underlying these changes

See 2.1.5.

### 5.1.5. Identification of needs

#### 5.1.5.2. Seen in relation to the development of language studies

- to develop and establish a final upper secondary state examination (the level of students' foreign language knowledge varies greatly and this fact is important for forming professionally oriented language courses)
- to establish material, technical and political conditions for mobility of students
- to establish dignified conditions for the university teachers' scientific and pedagogical work in this field
- to improve equipment in learning rooms and the teachers' work place, to improve access to the Internet
- to improve equipment in university libraries
- general progression of objectives on the different levels of the degree programme
- an independent learning environment providing authentic language input
- international recognition of professional qualification or proficiency in languages

#### 5.1.5.3. Seen in relation to non-academic requirements

- knowledge of professionally oriented languages
- overall development of personality
- development of stable economy and balanced economic growth
- communication and co-operation between parties involved in language teaching

### 5.1.6. Measures to be taken at institutional, regional, national, and European level to meet the needs identified

#### 5.1.6.1. At first-degree level

- To develop teaching of some study subjects for non-specialist language students in the foreign language.
- To raise foreign language knowledge of university staff and university teachers with different specializations to language teaching.

#### 5.1.6.2. At postgraduate level

- To develop continuing courses of professionally oriented languages.
- To cooperate with diverse professionally oriented institutions and agree special terms with them

## **5.2. General and subject-oriented language courses accompanying non-language programmes**

### 5.2.1. Content, objectives, and structures of programmes

Some branches of study have special language courses for their applicants – for example students of history or archives also study German and Historical Grammar of German (a lot of our historical study literature is written in German). Every University compiles its study plans and they are certified by the Accredited committee.

### 5.2.2. Recent changes in contents, objectives, and/or structure of programmes

See 5.1.2.

### 5.2.3. Examples of good practice

See 5.1.3.

### 5.2.4. Reasons underlying these changes

See 5.1.4.

### 5.2.5. Identification of needs

See 5.1.5.

### 5.2.6. Measures to be taken at institutional, regional, national, and European level to meet the needs identified

See 5.1.6.

## **5.3. Language provision and support for mobile students**

### 5.3.1. For incoming students

Foreign students can study the bachelor, masters and doctoral study programmes. The standard period of the bachelor study programme is 3 - 4 years and the graduate of this programme is given the academic title bachelor. The standard period of the masters study programme is 4 - 5 years and the graduate of this programme is given the academic title masters. The standard period of the doctoral study programme is 3 years and the graduate of this programme is given the title doctor. The time, the subject chronology, the form of the subject study and the method of testing study results are specified in the study schedule.

In addition, foreigners can study:

- a. by fulfilling the basic entry requirements,
- b. on the basis of invitation from the government of the Czech Republic i.e. government scholarship-holders,
- c. by coming from EU countries i.e. ECTS students.

The applicants sit the entry exam prescribed by the dean of the relevant faculty and the Czech exam in the appointed institution.

All foreign applicants are obliged to accept the university regulations and maintain the registration date announced by the faculty.

The official languages of study are English, German and conventional Czech. Some universities organize Czech courses for foreigners.

#### 5.3.2. For outgoing students

Outgoing students have to master the language of the country where they will study. They can sit an exam in the foreign language in the Czech Republic and send the certificate to the foreign university. Some foreign universities only accept their own exams. In the case of non-main world languages students must master English above all. Foreign language knowledge is the private concern of every outgoing student.

### **5.4. Non-language programmes or parts of programmes taught through one or several other languages**

Czech Universities are in contact with many foreign Universities and organize a lot of reciprocal staff changes. These depend on the person and his/her activities. Foreign university teachers are not prepared to work for Czech wages.

#### 5.4.1. Disciplines involved

Every discipline is involved.

#### 5.4.2. Levels at which (parts of) programmes are taught

Every level.

#### 5.4.3. Language used

English or German above all, other languages are also possible (it depends on the language of the foreign teacher).

#### 5.4.4. Target groups

Mobile students, home students, public.

#### 5.4.5. Policies and objectives underlying the practice described

See 5.4.

#### 5.4.6. New measures proposed

## **CONTINUING EDUCATION**

## ***6. Innovations in language studies in continuing education (excluding language specialists)***

Universities can provide courses as part of life-long learning in addition to their regular study programmes. Courses can be offered for free or for a fee, and can be work-related or for personal development (e.g. the University of the Third Age). The specific conditions for life-long learning are specified by the internal regulations of each school. In keeping with the Higher Education Act, participants in life-long education are not considered university students. Study attainments as part of adult education courses are recognised by certificates.

Other educational institutions that offer adult education include educational institutions, performing art schools, state language schools (with personal development courses and qualification courses), craft schools (with personal development courses and qualification courses), and the state stenography institute (with qualification courses). These institutions provide education in the fields indicated by their names.

Regional centres of distance education have been founded at three universities - the Technical University in Liberec, the Technical University in Brno, and Palacký University in Olomouc as well as at the J.A.Comenius Academy in Prague.

There are also courses organised by schools, other educational institutions and private non-school institutions.

### **6.1. Target groups**

Interested people of all ages. They must pay for language courses.

### **6.2. Content, objectives and structures of programmes and courses**

Continuing education includes courses of various types, subjects, levels and duration. Courses are offered depending on current supply and demand so it is impossible to give a general description of admission requirements, educational objectives, the content of education, its methods, evaluation and certification.

In general the most frequently offered courses are those in foreign languages, computers and accounting.

### **6.3. Recent developments**

#### **6.4. Identification of new needs**

It is necessary to create new courses for applicants with special requirements and conversational courses to preserve the language knowledge of applicants.

#### **6.5. Measures proposed to meet the needs identified**